EFFECTIVENESS OF “TEACHERS’ GUIDE LESSON PLANS” FOR TEACHING IN PRIMARY SCHOOLS OF PUNJAB

Sajjad Ahmad¹
Naveed Sultana ²

ABSTRACT

Effectiveness of teacher guide lesson plans for teaching in primary schools of Punjab”. The objectives of the research study were to know; the extent to what Teachers’ Guide Lesson Plans are implemented in classroom teachings in Punjab at Primary level. To analyze the perceptions of head teachers and teachers about Teachers’ Guide Lesson Plans in Punjab at Primary level. To explore the factors affecting the reflection of teachers’ guide lesson plans in teachings in Punjab at Primary level. To investigate the difference between monthly assessment results of students by District Teacher Educators, Pre and Post issuance of “teachers guide lesson plans” in Punjab at Primary level. To investigate the implementation, factor affecting and perception level of teacher guide lesson plan in classroom teachings questioners for head teachers and teachers were disseminated, and their opinion sought. To explore the effectiveness of teacher guide lesson plan, Punjab examination commission results in the subject of English and district teacher educator monthly results, pre and post issuance of teacher guide lesson plan were analyzed. To know the usability, implementation, analyze in decrease/increase in professional abilities of teachers their pedagogical skills after using lesson plan guides. To investigate whether teacher guide lesson plan cover all the students learning outcomes or not. To compare the teacher guide lesson plan with text book. To know the understanding of difficult concepts in students by using teacher guide lesson plans. To investigate whether teacher guide lesson plan helps teacher to elaborate the concepts effectively, and arises science processing skills in students. To know whether teacher guide lesson plan helps teacher to increase mathematical logical, linguistic and communication skills. To analyzed whether teacher guide covers whole content given in books or not. To investigate whether teacher guide covers all types of teaching methods or teachers apply these in their teachings or not. To know and analyzed that either methods given in teacher guide lesson plan are practically applicable in class room or not. Perceptions and reflections of teachers about teacher guide lesson plans, questioners for head teachers were developed. Item wise received responses from head teachers are analyzed below. Analysis of DTEs Monthly assessment results reveals that DTEs Monthly Assessments results gradually increased after issuance of teacher guide lesson plans. PEC results for the subject of English before and after issuance of teacher guide lesson plans were analyzed.

¹ Allama Iqbal Open University, Sector H-8, Islamabad 44000, Pakistan.
INTRODUCTION

Teachers plan lessons to transform a curriculum or a syllabus, institutional expectations and their educational conceptions into practical guidelines for the classroom (John 1991, 1994, 2006). It is a core issue in teachers’ training because of the challenge it poses to newly inducted teachers.

1.1 STATEMENT OF THE PROBLEM

Keeping in view the importance of lesson plans, teachers’ guides: lesson plans have also been designed by government of Punjab to assist teachers regarding their teachings. So the existing study aims to analyze the effectiveness of teachers’ guide: lesson plans for primary schools teaching in Punjab.

1.1.1 Rational of Study

The study was important for Directorate of Staff Development, to know the implementations, perception effectiveness of teachers’ guide: lesson plans because they structured it, policy makers, curriculum planners, may acquaint themselves, by knowing different characteristics of teachers’ guide lesson plans. Study gave feedback about utilization and outcomes of teachers’ guide: lesson plans to all stakeholders who donated for the publishing of teachers’ guide: lesson plans. Study unfold new gates for forthcoming researches on the topic.

1.2 OBJECTIVES OF THE STUDY

The objectives of the research are as under:-

1. To what extant Teachers’ Guide: Lesson Plans is implemented in classroom teachings practices for primary schools teaching in Punjab.
2. To analyze the perceptions of head teachers and teachers about Teachers’ Guide: Lesson Plans for primary schools teaching in Punjab.
3. To investigate the difference between monthly assessment results of students by District Teacher Educators, Pre and Post issuance of “teachers guide lesson plans” for primary schools teaching in Punjab.

1.3 SIGNIFICANCE OF THE STUDY

Keeping in view the factors affecting the lesson plans, the government of Punjab issued teachers’ guide: lesson plans which are being used only in formal schools of Punjab, by focusing the diligent attention of this topic the study was important for the all concerned who are directly involved in developing and establishing the teachers’ guide: lesson plans.

1.4 RESEARCH QUESTIONS

1. Is there difference between monthly assessment results of students before and after issuance of “teachers’ guide: lesson plans” for primary schools teaching in Punjab?

1.5 DELIMITATIONS OF THE STUDY

The study was delimited to urban and rural areas, elementary and primary schools, Primary teachers of 9 most populated districts from each zone of Punjab.
The study was delimited to English subject grade 5 of elementary and primary schools, Primary teachers from 9 most populated districts from each zone of Punjab.

1.6 METHODOLOGY OF THE STUDY

As this existing study dealt with prevailing situations about the implementations of teachers’ guide: lesson plans, so the nature of this study was descriptive by using the survey methods. For comprehending effectiveness of entire study, different tools such as observation schedule and questionnaires were used for quantitative and qualitative analysis. Overall research methodology comprised on following aspects, Population sample, research tools, data collection, data analysis etc.

1.7 POPULATION

900 schools were selected randomly, from 9 most populated districts Rahimyar Khan, Muzaffargarh, Faisalabad, Gujranwala, Lahore, Multan, Rawalpindi, Okara and Sargodha one from each zone of Punjab, for data collection for Punjab Examination Commission Results.

Then 900 schools were selected randomly, from 9 least populated districts Bahawalnagar, Rajanpur, Chiniot, Hafizabad, Nankanasahib, Vehari, Jhelum, Pakpattan and Khushab one from each zone of Punjab, for data collection for Monthly assessment results by District Teacher Educators.

Sample frame for annual Results by Punjab Examination Commission is presented as follow:
1.7.2 **Research Tools**

A descriptive research methodology was used for this study. Observations were made on observational schedule, consists on following major components-

i) Availability, conditions and reflections of Teachers’ guide: Lesson Plans for primary schools teaching in Punjab.

ii) Use of lesson plans according to Taleemi Calendar for primary schools teaching in Punjab.

iii) Reflection of lesson plans on Teachers’ Diaries for primary schools teaching in Punjab.

iv) Reflection of lesson plans on Homework Copies of students.

v) Questionnaires were used as an instrument for data collection of this study.

vi) Perceptions of Head Teachers and Teacher about of Teachers’ guide: Lesson Plan.

vii) Benefits of lesson plan guide to the head teachers and teachers.

viii) Difficulties felt by the teachers for implementations of Teachers’ guide: Lesson Plan.

ix) Need of further training to the teachers, for lesson plan guide.

x) Self designed form was used as an instrument for collection of data of this study.

xi) Annual results of Punjab examination commission for grade 5 in the subject of English.

xii) Monthly assessment results for grade 5 in the subject of English.

The type of questionnaire was closed ended, with open ended last question. Five points likert style was applied with options like strongly-agree, agree, undecided, disagree and strongly disagree.

Data for analyzing Punjab examination commission results for the year 2011-12 and 2012-13 were collected from 900 elementary, and primary schools, from public schools of Punjab from 9 most populated districts from each zone of Punjab for the subject of English grade 5.

1.9 **ANALYSIS OF DATA**

Descriptive statistics techniques were used for the interpretations of data. It was a descriptive nature of research.

**REVIEW OF LITERATURE**

Lesson plans are an important teaching and planning aids used by teachers in classrooms. These are essential tools which are used by every teacher while performing their professional role of teaching. The teachers plan the lessons and use them to decide how classroom sessions will proceed, take place and how effectively involve and guide students learning. The Teacher Educators, principals or the headmasters refers lesson plans to see if the teachers are planning, and are on track to their learning outcomes, cover textbook, taleemi calendar and curriculum. Classroom observers watch the teachers in their action while teaching and comparing sessions being conducted against
lesson plan. They observe the teachers lessons on the basis of steps mentioned in their lesson plans. Observations and experiences reveal that teachers cannot play their vital role in the classrooms and cannot imagine schools without lesson plans. Lesson plan is a set and cycles of instructional improvements in which teachers work together to formulate their objectives and goals for students learning and long-term developments for collaboratively plan. Lesson plan may be conducted at any level of the educational system, sponsored by various entities (e.g., schools, teacher research circles, professional organizations), and conducted to serve various purposes (Lewis 2002b; Lewis et al. 2006; Lewis and Tsuchida 1998; Takahashi 2003), but the shared purpose of any lesson plan effort is enabling teachers to improve instruction (Fernandez and Yoshida 2004; Lewis 2002a, b; Lewis and Tsuchida 1997, 1998; Yoshida 1999). Keeping in view the above discussed factors teachers’ guide: lesson plans issued by government of Punjab, fulfill the desired needs of both i.e., teachers and students.

The aims lies in planning a lesson are very simple, these are to communicate, but questions arises in our mind to whom communicate, and why communicate? The answer to this question, on a practical basis, is to teacher. The lesson plans, developed by the teachers, guides them in organizing their material and their self for the purpose of helping students to achieve intended learning outcomes. Whether a lesson plan fits a particular format is not as relevant as whether or not it actually describes what teachers want, and what they have determined is the best means to an end. If teachers write a lesson plan that can be interpreted or implemented in many different ways, it is probably not a very good plan. This leads one to conclude that a key principle in creating a lesson plan is specificity. It is sort of like saying, "almost any series of connecting roads will take Teacher from north to west, eventually." There is only one and only one set of connecting roads that represents the shortest and best route. Best means that, for example, getting to anchorage by using an unreliable car is a different problem than getting there using a brand new car. What process one uses to get to a destination depends on available resources and time. Teachers’ guide: lesson plans have been structured in such a way that these not only provide teachers a structured lesson plan but also enhance activity based teaching practices.

3.2 TOOLS OF RESEARCH
The researcher reviewed the official records for provision and use of Teachers’ guide: Lesson Plans from schools. It also helped to validate perceptual assessment, thus minimizing bias. Available documents such as Teachers’ guide: lesson plans official records, circulars, brochures, manuals, pamphlets, Grade 5 results and DTEs Monthly assessment results, students report monthly result report cards and DTEs Mentoring Visit Form were scrutinized by the researcher as added information.

3 POPULATION
All the Public Schools Punjab constituted the population of this study

3.4.1 The summary of the target population as per Punjab Statistics(Census 2013)
3.1 Population-III
18 Districts of Punjab, for DTEs Monthly Assessment results, for the year 2011, 2012 and 2013.

3.1.1 Sample
Rahimyar Khan, Muzaffargarh, Faisalabad, Gujranwalla, Lahore, Multan, Rawalpindi, Okara,Sargodha,Bahawalnagar, Rajanpur, Chiniot, Hafizabad, Nankanasahib, Vehari, Jhelum, Pakpatan and Khushab, one most populated and one least populated district from each zone of Punjab.

3.2 PROCEDURE FOR COLLECTION OF DATA

PEC results from 09 most populated districts of Punjab for the subject of English pre and post issuance of teacher guide lesson plans were collected and analyzed

Chapter 4

ANALYSIS OF THE DATA
The topic of research was Effectiveness of ‘teachers’ guide: lesson plans” for primary schools of Punjab. Following tools were used for collection of data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average Marks Per students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>410</td>
<td>67</td>
<td>6.119403</td>
<td>1380</td>
<td>2.255122</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>6135</td>
<td>652</td>
<td>9.409509</td>
<td>2330</td>
<td>2.476218</td>
<td>52</td>
<td>4%</td>
</tr>
</tbody>
</table>
Indicates students obtained 48% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 52% results thus 4% increase during the year 2012-13

Table 4.5.2  Punjab Examination Commission Results in the Subject of English Grade-5 for the year 2011-12 and 2012-13 District Muzafargarh

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average Marks Per students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>410</td>
<td>38</td>
<td>8.157895</td>
<td>741</td>
<td>0.908323</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>6135</td>
<td>427</td>
<td>12.75176</td>
<td>1918</td>
<td>1.504107</td>
<td>62</td>
<td>24%</td>
</tr>
</tbody>
</table>
Indicates students obtained 38% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 62% results thus 24% increase during the year 2012-13

Table 4.5.3  *Punjab Examination Commission Results in the Subject of English grade - 5 for the year 2011-12 and 2012-13 District Faisalabad*

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average Marks Per students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>928</td>
<td>50</td>
<td>18.56</td>
<td>21550</td>
<td>39</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>12388</td>
<td>570</td>
<td>21.73</td>
<td>38983</td>
<td>61</td>
<td>61</td>
<td>22%</td>
</tr>
</tbody>
</table>
Indicates students obtained 39% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 61% results thus 22% increase during the year 2012-13.

**Table 4.5.4  Punjab Examination Commission Results in the Subject of English Grade - 5 for the year 2011-12 and 2012-13 District Gujranwala**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>553.00</td>
<td>45.00</td>
<td>12.29</td>
<td>13,345.00</td>
<td>10.86</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>8,317.00</td>
<td>570.00</td>
<td>14.59</td>
<td>23,096.00</td>
<td>15.83</td>
<td>59</td>
<td>18%</td>
</tr>
</tbody>
</table>
Indicates students obtained 59% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 41% results thus 18% increase during the year 2012-13.
Table 4.5.5  *Punjab examination Commission Results in the Subject of English Grade-5 for the year 2011-12 and 2012-13 District Lahore*

Comparison of English G-5 Results District Lahore

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>210</td>
<td>5</td>
<td>12.289</td>
<td>6316</td>
<td>5.13</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>11026</td>
<td>281</td>
<td>14.59</td>
<td>42257</td>
<td>28.96</td>
<td>58</td>
<td>43%</td>
</tr>
</tbody>
</table>

Indicates students obtained 15% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 58% results thus 43% increase during the year 2012-13.
### Table 4.5.6 Punjab Examination Commission Results in the Subject of English Grade 5 for the year 2011-12 and 2012-13 District Multan

Comparison of English G-5 Results District Multan

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>78</td>
<td>8</td>
<td>9.75</td>
<td>1642</td>
<td>2.49</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>4369</td>
<td>334</td>
<td>13.08084</td>
<td>17231</td>
<td>13.1727</td>
<td>61</td>
<td>22%</td>
</tr>
</tbody>
</table>

Indicates students obtained 39% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 61% results thus 22% increase during the year 2012-13.
Table 4.5.7  
**Punjab Examination Commission Results in the Subject of English Grade-5 for the year 2011-12 and 2012-13 District Rawalpindi**

Comparison of English g-5 Results District Rawalpindi

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>478</td>
<td>70</td>
<td>6.82</td>
<td>1642</td>
<td>10.35</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>5492</td>
<td>490</td>
<td>11.21</td>
<td>17231</td>
<td>14.78</td>
<td>59</td>
<td>18%</td>
</tr>
</tbody>
</table>

Indicates students obtained 41% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 59% results thus 18% increase during the year 2012-13.
### Table 4.5.8  
**Punjab Examination Commission Results in the Subject of English Grade-5 for the year 2011-12 and 2012-13 District Okara**

Comparison of English G-5 Results District Okara

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>478</td>
<td>4908</td>
<td>356</td>
<td>13.78652</td>
<td>10.35504</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>5492</td>
<td>519</td>
<td>53</td>
<td>9.792453</td>
<td>12.03171</td>
<td>54</td>
<td>8%</td>
</tr>
</tbody>
</table>

Indicates students obtained 46% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 54% results thus 8% increase during the year 2012-13.
Table 4.5.9  Punjab examination Commission Results in the Subject of English Grade - 5 for the year 2011-12 and 2012-13 District Sargodha

Comparison of English G-5 Results District Sargodha

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Schools</th>
<th>Average students</th>
<th>Total marks of students</th>
<th>AVG MARKS</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>4908</td>
<td>356</td>
<td>13.78652</td>
<td>14276</td>
<td>10.35504</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>519</td>
<td>53</td>
<td>9.792453</td>
<td>11782</td>
<td>12.03171</td>
<td>73</td>
<td>46%</td>
</tr>
</tbody>
</table>

Indicates students obtained 27% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 73% results thus 46% increase during the year 2012-13.

5.2.5 Findings of PEC Results Grade 5 in the Subject of English 2011-12, 2012-13

5.1 SUMMARY

The research study was designed to evaluate the effectiveness of teachers’ guide: lesson plans for primary school of Punjab. Lesson plans has a specific importance for successful delivery and communication of teaching.

Analysis in district teacher educators monthly assessment were made, Punjab examination commission results, pre and post issuance of teachers guide lesson plans analyzed.
5.2 FINDINGS

1. 48% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 52% results thus 4% increase during the year 2012-13 Punjab examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Rahimyarkhan (5.5.1).

2. 38% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 62% results thus 24% increase during the year 2012-13 Punjab examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Muzafargarh (5.5.2).

3. 39% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 61% results thus 22% increase during the year 2012-13 Punjab examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Faisalabad (5.5.3).

4. 59% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 41% results thus 18% increase during the year 2012-13 Punjab examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Gujranwala (5.5.4).

5. 15% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 58% results thus 43% increase during the year 2012-13 Punjab examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Lahore (5.5.5).

6. 39% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 61% results thus 22% increase during the year 2012-13 Punjab
examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Multan (5.5.6).

7. Indicates students obtained 41% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 59% results thus 18% increase during the year 2012-13 Punjab examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Rawalpindi (5.5.7).

8. Indicates students obtained 46% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 54% results thus 8% increase during the year 2012-13 Punjab examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Okara (5.5.8).

9. Indicates students obtained 27% marks during the year 2011-12 PEC results while during the year 2012-13 they obtained 73% results thus 46% increase during the year 2012-13 Punjab examination commission results in the subject of English grade -5 for the year 2011-12 and 2012-13 district Sargodha (5.5.9).

5.1 SUMMARY

Analysis in district teacher educators monthly assessment were made, Punjab examination commission results, pre and post issuance of teachers guide lesson plans analyzed.

5.3 DISCUSSION

For analyzing the effectiveness of teachers’ guide: lesson plan, observing interest of students in lessons taught by the teacher by using teachers’ guide: lesson plan and without teachers’ guide: To know the increase in professional abilities of teachers their pedagogical skills after using lesson plan guides were made. It was investigated either teachers’ guide: lesson plan cover all the students learning out comes or not. Comparison of teachers’ guide: lesson plan by textbook were made. To know the understanding of difficult concepts in students by using teachers’ guide: lesson plans. It was analyzed
either teachers’ guide: lesson plan helps teacher to elaborate the concepts effectively, and arises science processing skills in students.

5.4 CONCLUSION

Lesson plans are very important for effective teaching learning environment; it is road map for the teachers, the relationship between teacher, lesson plan and teaching is absolutely necessary.

Conclusion of the study is as under:

1. Teachers’ Guide Lesson Plans are being implemented in classroom teachings in Punjab at Primary level to great extent. Primary School Teachers have been enriching their teachings by using lesson plan guides.

2. Lesson Plan guide are being used by the teachers but difficulty level for teachers cannot be ignored. There have been lot of gradual changes in District Teacher Educators Monthly results in schools, and Punjab Examination Commission results, which is attributed to teachers’ guide: lesson plan.

3. Lesson plan and teachers’ guide: lesson plan creates activity based, teaching learning environment in schools, child centered activities are attributed to it in schools. It was observed that while following teachers guide lesson plans teachers were sharing their knowledge with students rather thrusting it. Nevertheless it revealed that sometimes teachers felt difficulties while executing activities properly. At few places teachers failed to perform all activities mentioned in teacher guide lesson plans. During group work activities teacher role is to facilitate the teaching learning process, at few places it was observed that teachers, were dominating in group work activities rather than facilitating it.

4. Lesson plan and teachers’ guide: lesson plan helps the teachers for time management while conducting theirsessions, thus all components of the lessons are covered and delivered during speculated time given in lesson plan. Despite this it was observed during on site observations on observational schedule that few teacher failed to manage time while conducting their session, according the teacher guide lesson plans.

5. Teachers’ guide: lesson enables teachers to arrange all teaching aids mentioned in teachers’ guide: lesson plan well in time. It helps teachers to establish different subjects’ corners, consisting on low cost no cost models, and teaching aids. Nevertheless while observing session it was observed that few teachers failed to manage all teaching material given in teacher guide lesson plans during their session due to non availability in local environment and in school and classroom context.

6. Teachers’ guide: lesson plans enables teachers to keep and use all teaching aids/no cost low cost material to enrich their teachings and clear the content and concepts of lesson. When teacher follows Teachers’ guide: lesson plan, he creates a joy full learning environment in classroom getting the full involvement and receptive ears of students. While observing on site sessions. While conducting on site observations on observational schedule it was observed at few places that material given in teachers guide lesson plans was not according to interest, age and local context of students.
7. Teachers’ guide: lesson plan enables teacher to impart their teaching effectively. Teachers’ guide: lesson plan enables to teacher to clear the concept of lesson and concrete lifelong learning in students, teacher involved students while conducting their sessions. While conducting on site observations on observational schedule it was observed that teacher did not follow all steps mentioned in lesson plan as a result failed to achieve required learning outcomes.

8. Teachers’ guide: lesson plans are a great source for effective teachings and enhances students performance. Teachers’ guide: lesson plan provide a great source for improving quality of education in schools. Brain storming, creativity and innovative arises in students when teachers follows teachers’ guide: lesson plans in their teachings. Teachers’ guide: lesson plans enables teachers to adopt such actives which involve all type of students in teaching learning thus students involvements in teaching learning process increases. While observing on site observations it was observed that few teachers during their professional play concentrated only a group of students, as a result rest of the students lost their concentrations.

9. When teacher deliver effective lesson by following teachers’ guide: lesson plans it motivate them to structure their own lesson plan and impart effective teachings. Teachers’ guide: lesson plan motivates teachers for deliverance of effective teaching and makes them more responsible as they teacher thinks herself/himself answerable before students.

10. Teachers’ guide: lesson plan motivate teachers to enhance effective class/home work practices. By following teachers’ guide: lesson plan teachers check home work of students, they indicate their mistakes and give their feedback (corrections) which enhances students writing skills also.

11. By following teachers’ guide: lesson plan improvements in students learning took place, Punjab Examination Commission results, district teacher educators monthly assessment results increased. Versatile activities mentioned in teachers’ guide: lesson plan create interest in students learning.

12. Teachers’ guide: lesson plan increased pedagogical skills of teachers.

13. Teachers’ guide: lesson plan covers the students learning out comes given in textbook. There is compatibility in teachers’ guide: lesson plan and textbook.

14. Activities given in teachers’ guide: lesson plan increase science processing skills, mathematical logic skills, linguistic and communication skills of students.

15. Maximum efforts have been made to promote, students centered activity based teaching skills in teachers’ guide: lesson plan, by using all available resources and technologies. Activities given in teachers’ guide: lesson plan creates interest in students. While observing active sessions for observational schedule it was observed that very fewer teachers used, TAB technologies, computers, lap tops, multimedia, and their mobile cells to illustrate different linguistic concepts.

5.5 RECOMMENDATIONS

The objectives of study were examined the dynamics, strengths, weaknesses and effectiveness of teachers’ guide: lesson plans for primary schools of Punjab. On the basis of research study, following recommendations are made:
1. Analysis reveals that teachers’ guide: lesson plans are not available only with all teachers in schools, after analyzing the statement, it revealed that teachers’ guide: lesson plans were issued only once, in first step, later enrolment during the year 2012 and 2014 of new elementary schools educators took place, and during their induction level trainings teachers’ guide: lesson plans were not issued to them, it is recommended that to keep the teachers’ guide: lesson plans available with all teacher, these may provided during their induction level training, and also may issued to the elementary school educator who have not been provided.

2. While considering the coverage of all SLOs in teachers’ guide: lesson plans, it revealed that all SLOs of textbook are not covered in teachers’ guide: lesson plans, it is recommended that all SLOs given in textbook may covered in teachers’ guide: lesson plans and revised addition of lesson plan guides: may promulgated.

3. While evaluating the difficulty level, it revealed that teachers’ guide: lesson plans don’t facilitate all teachers from different academic back ground, it is recommended that revised addition of teachers’ guide: lesson plan may issued having easy language according to the academic level of those teachers who are least qualified or having High or Higher Secondary certificates.

4. While discussing the difficulty level of teachers’ guide: lesson plan, is revealed that few teachers were having difficulty to perceive teachers’ guide: lesson plans, it is recommended that teachers’ guide: lesson plans in schools having their medium of instruction Urdu may provided in Urdu medium.

5. Teachers’ guide: lesson plans have not been provided for the subject of Urdu, Pakistan studies and Islamiat, it is recommended that teachers’ guide: lesson plans may issued in all subjects.

6. Analysis revealed that different format of lesson plan are being taught to B.Ed and M Ed students, it is recommended that lesson plan format which has been given in teachers’ guide: lesson plan, promote activity based teaching environment in classrooms and concentrates child centered teaching activities, may taught in all teacher training colleges and universities.
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